

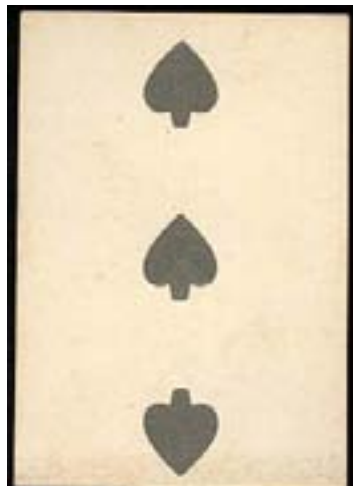
Teacher's manual for

Gary Brown's

Introductory Bridge course

Standard bidding

With five-card majors



"I always insist on a nice neat Dummy. Players can put them down in any order they want (trumps are to Dummy's right). I suggest red - black - red - black, but as long as the cards are in neat columns, I am happy".

Gary Brown's

Learn to play Bridge

A teacher's guide

Preamble

My philosophy for teaching Bridge In this teacher's guide for Gary Brown's *Learn to Play Bridge*, it is of the utmost importance that you review and know the material in each chapter yourself. As a former school teacher this is referred to as a 'lesson plan'. The few times I have had to rely on my incredible depth of knowledge (oh dear) to teach a class which I, for whatever reason, did not have the time to prepare for properly, it was inevitably the students who lost out. Sure, things went well enough without the student fully aware that they did not get an 'A' grade presentation, but I knew in my heart that I could have done better had I been prepared. So now after seventeen years of teaching Bridge, and having written the text, I still preview each lesson before I get up in front of the class.

As a guide to assist with your presentation of the material, I have prepared lesson plans for you. There are eight lessons. Each session is presented in a 150 minute segment (2 1/2 hours). Each lesson plan is organized in a time frame so the main topics of each lesson is presented and given due attention.

Lesson Hands

All of the hands used in the eight lessons are from the ACBL Club Series Cards. There are three methods by which you can prepare the hands for each lesson:

1. Pre-set them by hand.
2. Load the hands into your dealing machine and let the machine do the work.
3. Use the ACBL's Club Series* cards. You will need one deck of cards for each table of Bridge you teach.

*www.baronbarclay.com

Throughout the lesson notes I will be referring to "have the students deal up a hand using the ACBL Club Cards". If you don't have the cards, use the hands you have pre-dealt using other methods.

Table material I prefer to have everything on the table that a duplicate table has. (In Australia we use bidding pads, not bidding boxes, which require less room). I have one duplicate board placed geographically correctly on the table (very handy for dealing out the Club Cards as **N**, **S**, **E**, & **W** are indicated), a package of Club Cards, an instant duplicate scorer placed in front of **N**, four pencils and of course, in the initial class, four copies of the book. You can incorporate the cost of the book into your course fees, or you can sell them separately. Also, don't forget to have name tags prepared (important).

Time management Each chapter is set up using the same template. The time frame for each chapter is basically the same even though the material is different. Time management is always the measuring stick of success for all teachers. Full stop.

Presentation of self As Bridge Teachers, the students come to think that we can actually walk on water. While initially this is fun to entertain, I like to give this perception the flick as soon as possible. I watched another teacher once whom I worked with, who loved the fact students thought he was perhaps the 'second coming.' He often introduced a concept by referring to "the time he was at the world championships in 1974...or was it 1976...actually it was the time I was playing against Omar Sharif in Paris ...blah blah, blah" and he would go on. He sometimes even forgot the concept he was referring to as he basked in the awe the students had on their faces about world championships and Omar. I found it to be rather nauseating, and I remember thinking that I would never do that. They already thought I walked on water, that was enough. So I go out of my way now to refer to my atrocities at the table rather than any achievements I have had the good fortune to have experienced. It humanizes me.

I love to tell them of how, while playing on the internet on OK Bridge recently with an 'expert' from Spain or Russia (they are in awe of this), I was in a contract of 4♥ that even a beginner could have made but I managed to go down. The students all groan and say "really...you did that?" I confess that it is true. I keep telling them of how everyone makes mistakes all the time and that the game is bigger than all of us. It has a settling affect on them. It takes me off that lofty perch (I hate heights) and really just puts things into perspective. My favourite story is to tell them of the time a partner (Ron Mak) and I went for -2800 in 6NT re-doubled playing against two LOLs (little old ladies). I then ask them to refer to the scoring sheet to figure out how many tricks we went down (down 6). I also use this story to introduce the concept of doubles. Speaking of the penalty double allows me to introduce the concept of another meaning for a double, the takeout double. Anytime I introduce a concept I try to use some self-deprecating story, which gives them a chuckle, and keeps me human. One more thing: a package of breath mints are always in my breast pocket.

Cards in Hand

While I do believe in the theory that it is a good idea to have them playing cards as much as possible, first and foremost you to have to convey to the students the required material in each lesson. This is difficult to find a balance, but the imparting of the material is a priority. Since I do not have them playing four hands at the end of class as many teachers do, I try to have cards on the table throughout, allowing them to play the hand whenever possible.

I also tell my students that they are welcome (encouraged) to come to other scheduled games I have during the week (even duplicate games), where I set up a side table or two and allow them to practice using the Club Series cards. This is free, it gives them practical experience and is of little issue for me as I do not have to put aside special hours for them. A win-win situation.

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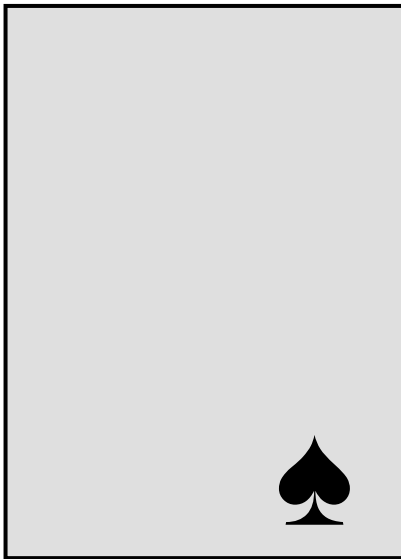
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The template for each lesson, regarding the time frame, is based on: 0 minutes starting time and 2 hours, 30 minutes finishing time. You will of course fit this 2.5 hour period into your own time frame. 😊

*Note: All lessons will be based on hands from the ACBL's **Club Bidding Series**. I strongly recommend you get them as the ease with which you can teach the class is worth every penny! (Not that they are expensive.) However, if you do not have them or will not purchase them I have included each hand used at the end of each lesson so you can either have the students make them up or you can do them up before each class. I have no vested interest in these cards. I simply appreciate their simplicity and ease in teaching a multiple table class.

“I am sorry I have not learnt to play at cards. It is very useful in life: it generates kindness, and consolidates society.”

- *Samuel Johnson*



one

Mechanics of the game

The book

Bridgese

Bridge in 3D

What in? How high?

Bidding elevator

Mechanics of the game

Lesson one

0 minutes (Introductions)

Welcome the students to Bridge. Tell them they can start breathing now. Have them put their name tags on. Excellent time for a (good) joke. In this class we will introduce the mechanics of the game over the course of playing five hands. Even though I refer to Lesson Two and Hand #1, don't worry. We are still on Lesson One, just using hands from the Club Cards which are from that lesson two! 😊

10 minutes (Hand one)

With the tables all prepared, welcome the class and get down to business right away. Have the students put their books aside, and take the Club Series Cards out. Introduce them to the cards and instruct them how to deal out **Lesson One, Hand #1**. Have a duplicate board on the table to indicate the **N, S, E** and **W**. Once they have the cards dealt, ask **N** to lead any card from his hand face up on the table. Note: There is no emphasis on winning or losing a trick. Have them play all thirteen tricks. *You will be constantly surfing the room while they play the cards ready to assist a table in need. Do not get caught up in telling them which card to play. Focus on them understanding the following mechanics of the game:

- 1) The concept of **N/S/E/W**.
- 2) Each player follows suit in a clockwise fashion.
- 3) The concept of a trick/revoke/discard.
- 4) How to keep the cards in front of themselves, turned vertically if won and horizontally if lost. (no partner yet, so this is done individually)
- 5) The player who wins a trick must lead to the next trick.
- 6) Talk about how many tricks each player won explaining how they add up to thirteen. If there is a discrepancy in tricks won, explain how you can settle the problem by checking back to the disputed trick.

30 minutes (Hand two)

Lesson One, Hand #2. Ask **E** to make the opening lead from her hand. Let them play the hand while introducing the following concepts:

- 1) That **N/S** and **E/W** are partners. That if partner is winning a trick, then they don't have to and that their cards get turned the same way (mirroring each other).
- 2) Introduce the term 'notrump'. Each trick is simply won by the player playing the highest card in the suit led. There is no special suit.
- 3) In notrump, a long suit is a good suit.
- 4) Talk about what a notrump contract is. Make sure that all tricks won add up to thirteen.

50 minutes (Hand three)

Lesson Two, Hand #1. Ask **S** to make the opening lead. On this hand, ask each player to secretly predict how many tricks they think they will win. Have them focus on:

- 1) The concept of length being strength and how they might have won a trick with a small card unexpectedly. Reiterate and reinforce previous concepts.
- 2) Ask them if the person who gets to lead first has an advantage when leading in NT.

1 hour, 10 minutes (Break)

1 hour, 20 minutes (Hand four)

Deal up **Lesson Two, Hand #2.** Ask **W** to make the opening lead.

This time, present to the class a regular deck of cards and ask one of the students at a nearby table to "pull out a card - any card". Whichever card she pulls out show it to the rest of the class (perhaps a heart). Now tell them that this suit is the trump suit. A trump suit is a special suit where hearts are trumps. Explain that they must still follow suit, but if out of the suit led, they can win it if they play a heart, as hearts are 'wild'. It is good to constantly be reviewing previous concepts as you go along.

1 hour, 40 minutes (Hand five)

This is the last hand. This will take 45 minutes and you will introduce the concept of bidding, Declarer, Defenders, Dummy, leading top of a sequence, playing from weakness towards strength and the 'book'. Have them deal up **Lesson Two, Hand #3.** If 45 minutes seems a long time to play a hand, don't fret. You will need 45 minutes to emphasize the following:

1. Ask **S** to announce out loud at the table which suit he prefers.
2. **S** will say aloud, "I like spades".
3. Ask **W** to proclaim her preferred suit. **W** will say aloud, "I like hearts".
4. **N**, "I like spades too".
5. **E**, "I like diamonds".
6. **S** will reiterate her love for spades and **W** will agree that diamonds are okay too.
7. **E/W** have agreed on diamonds and **N/S** on spades.
8. Ask each player, starting with **S**, how many tricks they predict they can take if they can have their preferred suit as trumps.
9. If necessary, prompt each player as follows: **S** predicts five tricks, **W** predicts two tricks, **N** predicts three tricks and **E** predicts four tricks.
10. Because **N/S** predict a total of eight tricks if spades is trumps opposed to a total of six tricks predicted by **E/W** if diamond is trumps, **N/S** win the contract.
11. Let the students know that in 'real Bridge' it is illegal to say aloud what suit you prefer and that they must learn the language of bidding in order to convey such information. But for now you are allowing them to 'cheat a bit'. ☺
12. Before they play the hand, introduce the concept of *Declarer* by saying that since **N/S** won the auction they get to play the contract and the player (**S**) who introduced spades first and is going to be the Declarer. "South is Declarer".

13. Now introduce **E/W** as the *Defenders* and tell them that the person to the left of Declarer leads first.
14. Allow **W** to lead any card they wish. Now introduce **N** as *Dummy*.
15. Ask **N** to place their cards on the table in four nice neat columns (refer to the illustration on page 16 of their book, figure 1.2) and discuss that every Bridge hand has a Declarer, two Defenders and a Dummy.
16. Explain how Declarer plays the cards from both her hand and Dummy.
17. Allow them to play the hand out with the final instruction being "North needs to make eight tricks to succeed in her contract".
18. Surf the room, helping the tables in need of guidance.
19. When they finally complete the hand, ask all four players to pick up their cards and for all four players to place their cards on the table, Dummy style.
20. With all four hands now turned up, lecture the class on the following:
 - Why **S** was established as Declarer.
 - That **W** makes the opening lead.
 - Why the ♥Q (top of a sequence) is a good choice for a lead.
 - How **S** is responsible for choosing the cards from Dummy too.
 - That **N**, as Dummy, has very few rights and must keep her hands off the table and only follow Declarer's instructions as to which card to play.
 - Point out that if **S** had to play hearts of her own accord, leading from weakness towards the strength gives her a 50-50 chance of winning the ♥K (even though the finesse loses).
 - Finally! Stress that even though **S** needed 8 tricks, the final contract would have been 2♠. The first six tricks (the 'Book') do not count. The first six tricks are like an 'ante' or an 'entry fee'; a given and expected.

If you have time and a white board, put several contracts on the board i.e. 3♣, 2♦, 4♥, 1♠, 6♥, 7♦, 2NT, 5NT... and ask the students, how many tricks would they need to fulfil each contract? The answer emphasizes that there is a book of six tricks that is not included in the bidding.


2 hours, 25 minutes (Bid farewell)

Have them turn to page 19/20 in their books. Emphasize the summary of things learned in class and the homework on page 20. Ask them to read Lesson Two notes but not to do the homework or jump any further ahead than that. Tell them that they should all have their heads full (maybe even a headache) and let them know that they will forget most of what they have learned, but not to fret as you will go over and over everything as the lessons go on. Please let them know that they will forget most things but that it is normal and happens to everyone.

*Note: the first class is the toughest and you will be exhausted. However, the students have now been introduced to the special cards, so next week will go easier. You have covered all the mechanics of the game in the first lesson!

Hands played in lesson one


Lesson # 1 Hand 1 (Dealer N)

♠ A94 ♥ A76 ♦ 96 ♣ AJ963 ♠ 73 ♥ J109 ♦ KQJ43 ♣ Q52		♠ 62 ♥ 8432 ♦ A752 ♣ K107 ♠ KQJ1085 ♥ KQ5 ♦ 108 ♣ 84	
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The Bidding

West	North	East	South
	1♣	pass	1♠
pass	1NT	pass	4♠
all pass			


Lesson # 1 Hand 2 (Dealer E)

♠ J52 ♥ KQJ8 ♦ 93 ♣ 10864 ♠ AK8 ♥ 1075 ♦ AKQ ♣ 9532		♠ 973 ♥ A93 ♦ 7542 ♣ AKQ ♠ Q1064 ♥ 642 ♦ J1086 ♣ J7	
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The Bidding

West	North	East	South
		1♣	pass
3NT	all pass		


Lesson #2 Hand 1 (Dealer N)

♠ A7 ♥ K52 ♦ AKQJ ♣ 6542 ♠ 8432 ♥ QJ104 ♦ 1084 ♣ 108		♠ KQJ109 ♥ A96 ♦ 53 ♣ 973 ♠ 65 ♥ 873 ♦ 9762 ♣ AKQJ	
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The Bidding

West	North	East	South
	1NT	pass	3NT
all pass			

Lesson # 2 Hand 2 (Dealer E)

♠ 1074 ♥ KJ952 ♦ K9 ♣ J93 ♠ Q32 ♥ 743 ♦ 853 ♣ AK74		♠ AKJ5 ♥ A86 ♦ Q642 ♣ 85 ♠ 986 ♥ Q10 ♦ AJ107 ♣ Q1062	
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The Bidding

West	North	East	South
1NT	all pass	1♦	pass

Lesson # 2
Hand 3 (Dealer S)

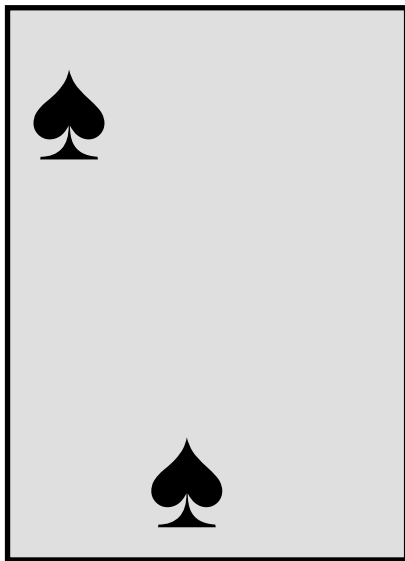
	♠ A764		
	♥ K83		
	♦ J52		
	♣ AQ8		
♠ 82	<div style="background-color: green; color: white; padding: 10px; display: inline-block;"> N W E S </div>	♠ 93	
♥ QJ105		♥ A96	
♦ A94		♦ KQ763	
♣ J732		♣ 1065	
	♠ KQJ105		
	♥ 742		
	♦ 108		
	♣ K94		

The Bidding

West	North	East	South
pass	1♣	1♦	pass
pass	2♠	all pass	1♠

“There are three kinds of Bridge players.
Those who can count, and those who can't.”

- *Alfred Sheinwold*



two

Hand evaluation
High-card points and length points
Opening bids at the one-level
Opening 1NT
Rule of 15 and Rule of 20

Opening one-bids

0 minutes (Review answers to homework)

Be loose and forgiving. All answers have merit at this level, even when wrong.

Answers to lesson one exercises

Mechanics of the Game

A. True or false?

1. Every hand has a Dummy. (T)
2. Hearts are the highest ranked suit. (F)
3. You do not have to follow suit. (F)
4. A revoke is an illegal bid. (F)
5. 2♦ is a higher bid than 2♥. (F)
6. Declarer plays two hands. (T)
7. Lead small towards big. (T)
8. A 6♥ contract requires eleven tricks. (F)
9. 7NT is the highest bid. (T)
10. Whoever wins a trick leads next. (T)

Top of a sequence

B. Leads

Which card would you lead from each of the following holdings?

1. AKQ7 (Ace)
2. J1093 (Jack)
3. KQJ5 (King)
4. QJ1093 (Queen)
5. 109832 (Ten)

Weakness Towards Strength

C. Card play technique

♥ KQ5



♥ 642

1. In the above example, which hand would you lead from first? N or S? (South)
2. Which card would you lead? (Small 6, 4 or 2)
3. If W plays a small card which card do you play from the N hand? (King or Queen)

The Book

D. Tricks

State the number of tricks needed to make the following contracts.

1. 7♥ (13)
2. 4♣ (10)
3. 1♠ (7)
4. 5♦ (11)
5. 2♥ (8)
6. 6♦ (12)
7. 3♠ (9)

15 minutes (High-card point method)

Ask the students to take out the Club Cards and deal up **Lesson Three, Hand #2**. Ask them to put all four hands face up (like a Dummy) on the table, close to the edge of the table, leaving space in the middle of the table. Now announce the following:

- 1) "If you remember last week we played a contract where North was Declarer in a contract of 2♠." Announce, "The way we end up in 2♠ is by bidding for the contract."
- 2) "In order to bid accurately, we first have to evaluate the strength of our hand."
- 3) "The most common method of hand evaluation is the 'High Card Point' (HCP) method."

This is where you introduce the HCP method. If you have a white board write the system on the board. A = 4, K = 3...etc. Go through all four hands on the table and have them analyze the value of each hand, or have each player be responsible for saying aloud what the value of their specific hand is. The individual approach is best as it prevents the quick players or player with previous experience dominating (important).

35 minutes (Length point method)

With the same hand on the table. Introduce the 'Length Points' (LP) method.

- 1) Have them turn to page 23 in their books and feast their eyes on the hand combination in the middle of the page: ♣AKQJ874
- 2) Ask the class to tell you the value of the hand? (10 HCP and 13 total points (TP) with length)
- 3) Ask then how many tricks they think they could take with this hand in notrump.
- 4) When they decide that seven tricks is likely, you can now illuminate the importance of length, and teach them about 'Length Points'.
- 5) Ask if any of the four hands on the table have length points.
- 6) If so, how does that change the value of each hand.
- 7) Time permitting, write some hands on the white board, 5-5 and 6-5 hands, and discuss how this really changes the value of a hand. "With 6-5 come alive."

55 minutes (Opening 1NT bid)

Now onto the opening bid. (Leave the same hand on the table.)

- 1) Discuss the requirements for an opening bid of 1NT.
- 2) A balanced hand - (use the hands on the table to discuss 4-3-3-3, 4-4-3-2, 3-3-5-2 distributions) 15-17 HCP (emphasis HCP not LP) and no five-card major (if that is also your style, they can do what they want when they become really good).
- 3) Ask the students if any hands on the table are acceptable as a 1NT opening bid (the E hand is).
- 4) Talk a bit about the true essence of opening the bidding with 1NT. It is more than just you evaluating your hand, it is about you telling partner what is in your hand. It is important you impart the message that a conversation has been initiated. Have the students look at the three hands on page 24 in their books. Discuss that fact that they all qualify as 1NT opening bids.

1 hour, 15 minutes (Break)

1 hour, 30 minutes (Opening bid in one of a suit)

This is the last hand. If time permits field questions and be as in depth as you can. Have them take back the cards on the table and deal up **Lesson Five, Hand #1**. Have them put all four hands up on the table as a nice neat Dummy. One time-saving tip I teach them when putting Dummy down on the table is: when cards are in hand, keep cards in suits with high cards to the left, and put the cards down '**one suit at a time**', not '**one card at a time**'. Take the 55 minutes allotted to do the following:

1. Ask the students to look at page 25 in their books.
2. Review with them chart 2.3 depicting the strength and length requirements for opening with each suit.
3. Bring to light the problem that the 4-4-3-2 hand creates.
4. Let them know that opening the bidding with a three-card diamond suit is a rarity and will only happen with the 4-4-3-2 distribution.
5. Ask the students if any of the four hands on the table qualify as an opening in one of a suit. (The **N** hand is worthy of a 1♦ opening bid).
6. Some students might suggest that the hand has the requirements to open either 1♣ or 1♦. Good point. However, if it is legitimate to open one of two suits, tell them to open the longer suit.
7. Use this occasion to ask the students the total value of each hand.
8. Introduce the card play technique of playing the high card from the short side first. (You can emphasize this technique in the diamond suit).
9. The defensive theme for lesson two is: **top of a broken sequence**. You can doctor the **E** or **W** hand to make the **top of a sequence** into the top of a broken sequence. (You are of course reviewing the lead of the top of a sequence as well.)
10. Because you do not want to muddy the waters with a discussion of responder's first bid, you might say that the final contract is 1NT with **S** as Declarer. The success of 1NT depends on playing a small club from the **N** hand towards the club king. 'Small towards Big' is a review of the Card Play Technique learned in Lesson One.
11. Have **N/S** pick up the cards and with **S** as Declarer, **W** makes an opening lead of the ♥K (top of a sequence).
12. After **W** leads, then **N** puts her hand on the table - one suit at a time.
13. Time permitting, spend time going over the four hands on page 26. Then the summary on page 30 and finally the homework on page 31.
14. Ask them to read page 27 (**Rule of 15 and 20**) several times on their own time.


2 hours 25 minutes (Bid farewell)

When saying farewell, remind the students that they will forget most of what was discussed in class. However, if they read Lessons One and Two a couple of times, it will help. The reason I tell them they will forget everything is because they usually do. It is a game that takes 4-5 years to become competent in. I tell them that. Honesty

regarding such matters has worked very well for me in keeping the students comfortable about the difficulties the game presents to learners and not allowing them to get too down when they feel overwhelmed by it all.

Hands played in lesson two


Lesson # 3 Hand 2 (Dealer E)

	♠ K2		
	♥ A7		
	♦ 9864		
	♣ QJ1097		
♠ QJ10987		♠ 653	
♥ 842		♥ KQJ	
♦ AJ		♦ K752	
♣ 54		♣ AK6	
	♠ A4		
	♥ 109653		
	♦ Q103		
	♣ 832		

The Bidding

West	North	East	South
4♠	all pass	1NT	pass

Lesson # 5 Hand 1 (Dealer N)

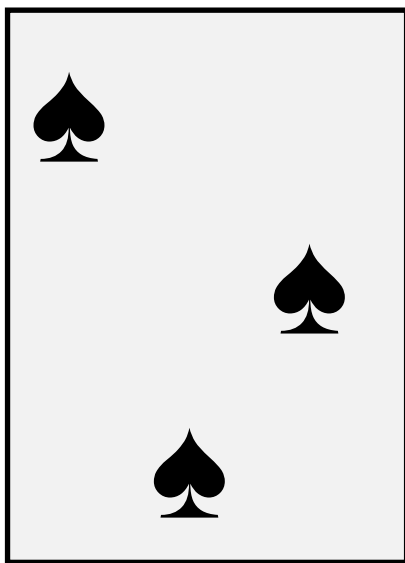
	♠ A73		
	♥ A62		
	♦ AQ75		
	♣ 543		
♠ 954		♠ KQJ10	
♥ KQJ10		♥ 875	
♦ 982		♦ 1063	
♣ Q108		♣ AJ9	
	♠ 862		
	♥ 943		
	♦ KJ4		
	♣ K762		

The Bidding

West	North	East	South
all pass	1♦	pass	1NT

“If 3NT is a viable option then bid it.”

- Paul Soloway



three

Vulnerability
Scoring
Bonuses
Dead bid
Caution bid
Live bid

Responses to a 1NT opening

0 minutes (Review answers to homework)

Great time to touch on priorities such as opening 1NT whenever you have the appropriate hand to do so; to open 1♦ when 4-4 in the minors; to open the higher-ranking suit when 5-5 in two suits; to open a hand, even if the suit is awful, like hand number six below.

Answers to lesson two exercises

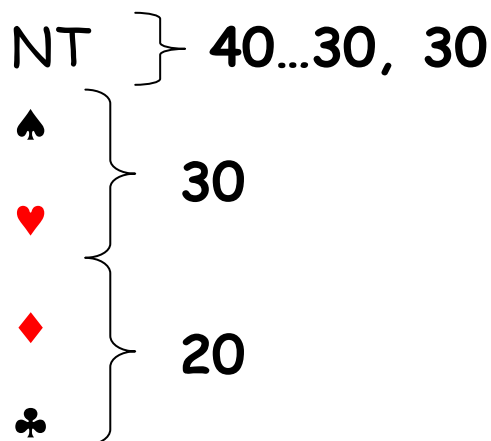
State the strength (tp) of each hand and your opening bid.

<p>1) ♠ KJ87 ♥ AQ6 ♦ KQ73 ♣ 54</p> <p>(15/1NT)</p>	<p>2) ♠ 4 ♥ A4 ♦ K9873 ♣ AKQ73</p> <p>(18/1♦)</p>	<p>3) ♠ AK84 ♥ A1084 ♦ K3 ♣ 986</p> <p>(14/1♣)</p>	<p>4) ♠ AJ7 ♥ K984 ♦ KQ2 ♣ J43</p> <p>(14/1♣)</p>
<p>5) ♠ AK764 ♥ AQ643 ♦ 5 ♣ A3</p> <p>(19/1♠)</p>	<p>6) ♠ K7 ♥ 98764 ♦ AKQ4 ♣ J4</p> <p>(14/1♥)</p>	<p>7) ♠ KJ4 ♥ KJ3 ♦ QJ84 ♣ AJ8</p> <p>(16/1NT)</p>	<p>8) ♠ A98765 ♥ 7 ♦ K8642 ♣ A</p> <p>(14/1♠)</p>
<p>9) ♠ KJ4 ♥ AJ10 ♦ QJ73 ♣ A92</p> <p>(16/1NT)</p>	<p>10) ♠ A83 ♥ 97 ♦ KQ43 ♣ KJ84</p> <p>(13/1♦)</p>	<p>11) ♠ AJ104 ♥ A10842 ♦ K3 ♣ 96</p> <p>(13/1♥)</p>	<p>12) ♠ KQ97 ♥ KJ54 ♦ K43 ♣ J4</p> <p>(13/1♦)</p>

After the homework, ask if anyone had the chance to read page 27 (rule of 15 & 20). If so, perhaps you might use a couple of the above hands to apply the rule of 20 in terms of simply using it. i.e. Hand 8 would be 11 HCP plus 6 & 5 = 22.

15 minutes (Scoring)

Probably the most difficult class to teach as it involves a lot of white board work. The issue of vulnerability is not avoided but I use a Hugh Kelsey explanation, "It is a concept best learned at the table in the heat of action". This is so true. Because I teach duplicate scoring from the get go, I feel I am preparing the student to progress through to supervised play and finally into duplicate Bridge. On the whiteboard, write the following two illustrations.



Bonuses	
Partscore bonus	→ 50
Game bonus	→ 300
Small Slam bonus	→ 500
Grand Slam bonus	→ 1000

Using the chart and graph above on the white board, explain to the class how you would come to a score of:

- 140 for making contracts of 3♥ or 3♠. $30 + 30 + 30 + 50 = 140$
- 130 for making 4♣ or 4♦. $20 + 20 + 20 + 20 + 50 = 130$
- 120 for making 2NT. $40 + 30 + 50 = 120$

Now talk about the following two contracts and their subsequent scores.

- 3♠ making 10 tricks. $30 + 30 + 30 + 30 + 50 = 170$
- 4♠ making 10 tricks. $30 + 30 + 30 + 30 + 300 = 420$

If the trick score of your bid adds up to 100 or more you are at the game level.

Explain the difference between making 10 tricks in 3♠ versus making 10 tricks in 4♠. You might refer to page 37 in their book at the bottom of the page: **Go to Get**.

Now talk about the slam contracts. Any bid at the six level is a **Small Slam** and any bid at the seven level is a **Grand Slam**.

You can use several examples to illustrate your point. At the end of this session I like to hand out to each student a copy of the instant duplicate scorer. I introduce it with a smile, as the 'lazy player's guide' to scoring. Each student is encouraged to buy one.

Other Points You Might Emphasize: **Defeated Contracts** (Chart 3.3, p.39) - **Aim For Game or Higher** (40) - **The 9 versus 11 Theory** (40) - **Points required to Bid Game, Small Slam, Grand Slam** (Chart 3.4, p.40)

45 minutes (Break) An earlier and longer break tonight because their brains are probably hurting from the scoring lesson.

1 hour (Hand one)

You have 30 minutes for this hand. Have them deal up **Lesson Three, Hand #2**. With all four hands turned up on the table (neatly as a Dummy), have them assess the value of each hand (HCP & LP), allowing discussion. Ask them if any of the four hands have the values for an opening bid. The **E** hand has a balanced 16-count and is a 1NT opening bid. Now focus on the **W** hand. Once you get them to acknowledge that it is worth 10 TP, (game values) you then have to guide them to the certainty of playing in spades. When that is accomplished, now comes the hard part of suggesting to them that 4♠ is the correct response. 4♠ is a **dead bid**, but still a bid in game. **W** plays the hand in 4♠. **N** leads the ♣Q, top of a sequence.

1 hour 30 minutes (Hand two)

Have them deal up **Lesson Three, Hand #3**. You will need to doctor the hands just a bit to make it a 15-17 NT and to introduce leading your fourth best. Ask **S** & **N** to exchange the ♦Q and ♦J. (This takes **S** down to 17 instead of 18 points). Now ask **W** & **E** to exchange the ♠J and ♠4. (All of the leads are 'top of a sequence' and the **E/W** exchange allows for a fourth best lead). With all four hands turned up as 'Dummy', have them evaluate each hand. Can anyone open the bidding? Who? What do they open? **S** opens 1NT. **N** with a balanced 9-count, responds 2NT (invitational bid) and **S** with maximum values bids 3NT. **W** leads the ♠4, fourth best from her longest and strongest (the defensive theme).

- 1) Invitational 2NT bid.
- 2) Leads of fourth best - Lead the high card from the short side first (revisited).
- 3) You have 25 minutes and they will be playing the hand, so bide your time accordingly.

1 hour, 55 minutes (Hand three)

Deal up **Lesson Three, Hand #4**. You will again need to doctor the hand to cater to 15-17NT. Have **W** and **S** exchange the ♥K and ♥Q. Go through the same plan of having all four hands turned up as 'Dummy'. Have them evaluate the strength of each hand. Which hand is an opening bid? What does **W** open? Now focus on the **E** hand. This will take a bit of doing, but you have to convince them that **E**, while holding a bad hand, still would prefer to play in diamonds than in notrump. Topics to cover:


- 1) The 'Dead Bid' of responding to 1NT with 2♦/♥/♠.
- 2) Lead of top of a sequence (revisited).
- 3) Card play: The Finesse.
- 4) You have 30 minutes for this last hand. Make sure **E** plays the hand in 2♦ and that **N** leads the ♣K and that **E** takes the heart finesse. Whew...and good luck!

2 hours, 25 minutes (Bid farewell)

Go over summary on page 48 and brief them on the homework on page 49. Goodnight.

Hands played in lesson three


Lesson # 3 Hand 2 (Dealer E)

♠ K2 ♥ A7 ♦ 9864 ♣ QJ1097		♠ 653 ♥ KQJ ♦ K752 ♣ AK6	
♠ QJ10987 ♥ 842 ♦ AJ ♣ 54		♠ A4 ♥ 109653 ♦ Q103 ♣ 832	

The Bidding

West	North	East	South
4♠	all pass	1NT	pass


Lesson # 3 (after exchange) Hand 3 (Dealer S)

♠ 762 ♥ 873 ♦ KQ103 ♣ A42		♠ J9 ♥ QJ95 ♦ 9874 ♣ J97	
♠ Q1084 ♥ K10 ♦ A62 ♣ 10853		♠ AK53 ♥ A642 ♦ J5 ♣ KQ6	

The Bidding

West	North	East	South
pass pass	1♦ 3NT	pass all pass	1♣ 2NT

Lesson # 3 (after exchange) Hand 4 (Dealer W)

♠ AK52 ♥ AQ7 ♦ 84 ♣ A932		♠ 743 ♥ J83 ♦ K2 ♣ KQJ108	♠ 96 ♥ 654 ♦ J109765 ♣ 64
		♠ QJ108 ♥ K1092 ♦ AQ3 ♣ 75	

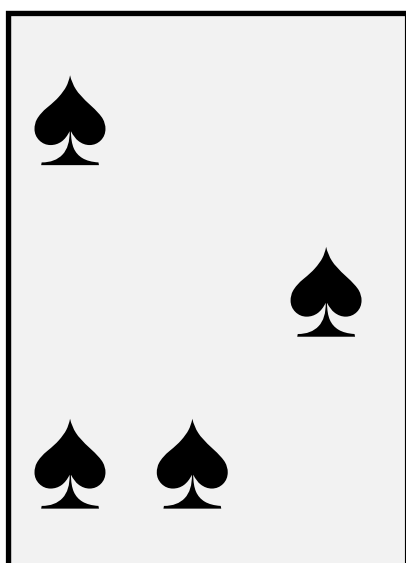
The Bidding

West	North	East	South
1♣ 1NT	pass pass	pass 2♦	dbl all pass

Entertainment

“Bridge is the most entertaining and intelligent card game
the wit of man has so far devised.”

- *W. Somerset Maugham*



four

Responding to an opening bid of 1♣, 1♦, 1♥ or 1♠

“Up the line”

Weak freak

Two-step approach

Shortage points

**Responses to openings of one of
a suit**

0 minutes (Review answers to homework)

Answers to lesson three exercises

Partner opened 1NT. State your response with the following hands.

1)
 ♠ 1097432
 ♥ A5
 ♦ 874
 ♣ 32

2♠

2)
 ♠ 83
 ♥ AKQ985
 ♦ 65
 ♣ 873

4♥

3)
 ♠ K86
 ♥ A84
 ♦ 9853
 ♣ 986

pass

4)
 ♠ K94
 ♥ AQJ85
 ♦ K4
 ♣ 1032

3♥

5)
 ♠ AJ764
 ♥ AQ643
 ♦ 5
 ♣ 93

3♠

6)
 ♠ KJ5
 ♥ 964
 ♦ QJ4
 ♣ Q1084

2NT

7)
 ♠ K43
 ♥ 6
 ♦ J109874
 ♣ 753

2♦

8)
 ♠ AJ42
 ♥ KJ73
 ♦ K86
 ♣ Q5

3NT

9)
 ♠ 4
 ♥ AJ1065
 ♦ 1083
 ♣ 10987

2♥

10)
 ♠ 103
 ♥ J103
 ♦ A43
 ♣ QJ1084

2NT

11)
 ♠ 62
 ♥ 1085
 ♦ AKQ874
 ♣ 54

3NT

12)
 ♠ KQ6
 ♥ A83
 ♦ K843
 ♣ J94

3NT

You may have to deal with some smarty pants who's had previous experience and will want to bid 2♣ 'Stayman' with hand 8. However, 'Stayman' will not be introduced until lesson six. They may also struggle with bidding 3NT on hand 11, but it is your job to persuade them as to why! Bridge is not just a game of points, but a game of tricks!

20 minutes (Hand one)

First have the students refer to Chart 4.1 on page 53. Explain how the responses to an opening bid of one of a suit is completely different to the structure used when responding to an opening bid of 1NT. Also, have them refer to Chart 4.2 (p.56). The priorities when responding to a minor are different then when responding to a major. Have them deal up **Lesson Four, Hand #1**. With all four hands turned up as a Dummy, have them evaluate each hand's strength and then seek out which hand is worth an opening bid. Once they establish that **S** is the only opening bid, have them turn over the **N** and **E** hands leaving just **S** and **W** on the table. While referring to chart 4.1, have them decide what **W** would respond to **S**'s opening bid of 1♦ (pretending they are partners). **W**, with 6+ points, should respond 1♥, four-card suits 'Up the Line'. Now have them turn the **W** hand face down and turn the **E** hand face up. What would **E** respond to **S**'s opening bid of 1♦? **E**, with 6+ points should respond 1♥, bidding her four-card suits 'Up the Line'. Now have them turn the **E** hand face down and turn the **N** hand face up. What does **N** respond to **S**'s 1♦ opening bid? With 6-9 points and no four-card suit to bid 'Up the Line', **N** responds 1NT. Let **N** play the hand in a contract of 1NT. **W** leads the ♦Q (top of a sequence).

45 minutes (Hand two)

Deal up **Lesson Four, Hand #2**. Repeat the same technique as in hand one, so you utilize three hands to respond to the **W** opening bid of 1♠. 1) **N**, with 10-12 and a balanced hand, should respond 2NT. 2) **S**, with 10-12 and a balanced hand, should respond 2♣ or 2NT. 3) **E**, with 6-9 points and spade support, should respond 2♠. Finally, instruct **W** to play the hand in 2♠, with **N** leading the ♦Q (top of a sequence).

1 hour, 5 minutes (Break)

1 hour, 20 minutes (Hand three)

Deal up **Lesson Four, Hand #3**. You have 40 minutes, but a lot to cover in this hand, so get on with it. Repeat the same method as in previous hands of responding to the opening bid with the other three hands (this time **S** opens 1♥). **W** should respond 1♠, bidding her four card suits 'Up the Line'. **E** should respond 1♠. **N**, with heart support and 13+ points, will take the two-step approach in showing her heart support. This will be your biggest challenge, as many teachers wrongly allow **N** to bid 4♥ immediately. All experienced players know that this is wrong, so let us teach them the right way now, even if it stretches our teaching skills. The bidding between **S** and **N** should go 1♥ - 2♦ - 3♦ - 4♥. The reasons you will emphasize to the students as to why we take the two-step approach with a good hand in response to an opening bid are as follows:

With a good hand go slowly - Give opener room to show more about her hand as a slam may be in the cards. Holding the majority of the points, we are **not as concerned about the opponents coming into the auction** (the reason why we use the 'Weak Freak'). After the hand is over, tell the students to turn up the **E** hand as a Dummy. Ask them

what they would bid with this hand if their partner opened the bidding 1♠? Ask them how many spades they think the opponents have? Ask them; "Where are all the hearts?" Explain how not making a contract can be good, as long as you prevented the opponents from finding and playing in a contract of their own. (This is tough, but do it. Then tell them they should read pages 57-58 several times.) I always enforce this idea of repetition as it truly is the key to the student gaining some understanding of the information and retaining it. It is the single most important advice I think I may give to the keen players.

2 hours (Hand four)


Have them deal up **Lesson Eight, Hand #3**. We have jumped ahead in the Cards, but I want to include a hand that illustrates a double finesse. First have **S** give **E** the ♦K & ♦J in exchange for the ♦5 & ♦3. With only 25 minutes left, let them bid and play the hand on their own. Make sure **E** is Declarer in a contract of 4♥ (1♥ - 1♠ - 1NT - 4♥). **S** leads the ♦3 small, promising an honor. After they play the hand on their own, perhaps you could have them all turn up the cards as a Dummy and discuss the concept of the double finesse in spades and even the single finesse in diamonds. Card play is a difficult area and practicing playing Bridge is the best thing they can do. Let them know they can come to another session you have during the week to practice, as long as they organize a group of four (keeping your job easier).

2 hours, 25 minutes (Bid farewell)

If you have time, review the summary on page 66 and the homework on page 65. Encourage them to use Chart 4.1 (53) and Chart 4.2 (56) as they answer the questions. I like to do the first hand of the homework with them if time permits. Let them all know how well they are doing. Remind them (again) they will forget most things they learn but these things will eventually come back to them once they start playing.

Hands played in lesson four


Lesson # 4 Hand 1 (Dealer N)

<p>♠ 854 ♥ A105 ♦ 974 ♣ A952</p>		<p>♠ QJ109 ♥ J843 ♦ K3 ♣ J84</p>	<p>♠ AK3 ♥ 62 ♦ A652 ♣ K763</p>
<p>♠ 762 ♥ KQ97 ♦ QJ108 ♣ Q10</p>			

The Bidding

West	North	East	South
	pass	pass	1♦
pass	1NT	all pass	


Lesson # 4 Hand 2 (Dealer E)

<p>♠ KJ ♥ 9875 ♦ QJ109 ♣ K76</p>		<p>♠ 9654 ♥ K32 ♦ K76 ♣ 942</p>	<p>♠ Q10 ♥ QJ10 ♦ 5432 ♣ AQ108</p>
<p>♠ A8732 ♥ A64 ♦ A8 ♣ J53</p>			

The Bidding

West	North	East	South
		pass	pass
1♠	pass	2♠	all pass


Lesson # 4 Hand 3 (Dealer S)

<p>♠ A7 ♥ Q984 ♦ A863 ♣ K63</p>		<p>♠ J8652 ♥ 105 ♦ KJ ♣ Q1084</p>	<p>♠ 94 ♥ AKJ63 ♦ 9542 ♣ A7</p>
<p>♠ KQ103 ♥ 72 ♦ Q107 ♣ J952</p>			

The Bidding

West	North	East	South
			1♥
pass	2♦	pass	3♦
pass	4♥	all pass	

Lesson # 8 Hand 3 (Dealer S)

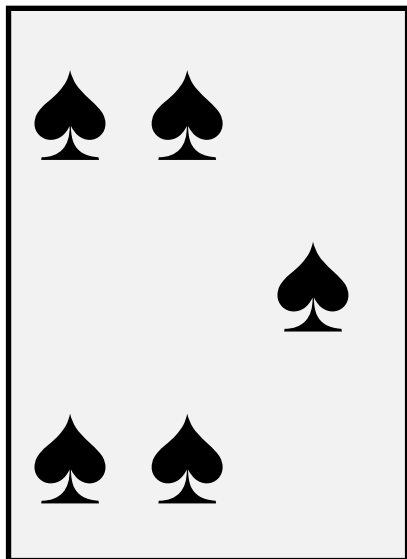
<p>♠ Q86 ♥ 74 ♦ 9842 ♣ 7653</p>		<p>♠ 753 ♥ KQ1062 ♦ KJ ♣ KQ2</p>	<p>♠ K94 ♥ A5 ♦ Q10753 ♣ J109</p>
<p>♠ AJ102 ♥ J983 ♦ A6 ♣ A84</p>			

The Bidding

West	North	East	South
			pass
1♣	pass	1♥	pass
2♥	pass	4♥	all pass

“Not everything that can be counted counts;
and not everything that counts, can be counted.”

- *Albert Einstein*



five

Raise responder's major
Bid a new suit 'up the line'
Bid a new suit at the two-level
Rebid your primary suit
Bid notrump
Raise responder's minor

Opener's second bid

0 minutes (Review answers to homework)

Answers to lesson four exercises

A. In the first four hands your partner has opened the bidding with 1♣. Consider your total points and your response.

1)	2)	3)	4)
♠ AKQ8	♠ A3	♠ KQ876	♠ 74
♥ 10865	♥ AKQ985	♥ A864	♥ 985
♦ 874	♦ 65	♦ 53	♦ 843
♣ 32	♣ 873	♣ 96	♣ AK932
9 - 1♥	15 - 1♥	10 - 1♠	8 - 2♣

B. In the next four hands your partner has opened the bidding 1♥. Consider your points and your response.

1)	2)	3)	4)
♠ A64	♠ KJ5	♠ K43	♠ AQJ4
♥ A43	♥ A64	♥ 1096	♥ QJ73
♦ 985	♦ Q54	♦ 98754	♦ 863
♣ J1093	♣ QJ104	♣ K3	♣ 95
9 - 2♥	13 - 2♣	7 - 2♥	10 - 3♥

C. In the last four hands your partner has opened the bidding 1♦. Consider your points and your response.

1)	2)	3)	4)
♠ 4	♠ 103	♠ 2	♠ K83
♥ AJ10653	♥ KJ103	♥ K1085	♥ 73
♦ 103	♦ A43	♦ A874	♦ J1032
♣ 10987	♣ AJ104	♣ Q954	♣ KQ43
7 - 1♥	13 - 1♥	9 - 1♥	9 - 2♦

20 minutes (Hand one)

Lesson Five, Hand #3. Once the cards are all dealt, ask the students to turn them face up on the table as a nice neat Dummy. Have them turn to page 67 in their books. (This is the title page). The list of opener's second bid is there in order of priority (although some do overlap). Let them read them out or simply digest what each priority means. Then refer back to the hand. After three passes, **E** opens the bidding $1\clubsuit$ (they do not know about 2NT yet). **W** responds $1\heartsuit$ (Up the Line) and now **E** will raise hearts. Have them refer to chart 5.1 on page 69. Then refer them to the bottom of page 69 and discuss the three hands there, highlighting the three different heart raises, and why. After thoroughly covering this, return to the hand, and ask them how many hearts **E** should bid. Hopefully they will say $4\heartsuit$. Let **E** play the hand in $4\heartsuit$ with **S** leading the $\diamond 5$ (High-Low from a doubleton). **E** hopes to shorten herself in diamonds and get a ruff later, which on this hand does not happen! ☺

50 minutes (Hand two)

Lesson Five, Hand #4. With all four hands on the table as a Dummy, **S** opens the bidding $1\diamond$ and **N** responds 1NT. With the focus on opener's rebid, take your time in explaining why **S** rebids 2NT. Things to bring to the fore are that 1NT and 2NT are both partscore contracts, so why would **S** bid 2NT? Why didn't **S** open 1NT? Then you have to stress why **N** accepts the invitation and bids 3NT. $18 + 7 = 25$ and $19 + 7 = 26$ With game such a good prospect, **N** takes the plunge! Let **N** play the hand in 3NT with **E** leading the $\heartsuit Q$, top of a sequence from her long suit. Declarer will have to lead diamonds from the **N** hand twice in order to score two diamond tricks. Have them turn the hands up as Dummy when through.

1 hour, 10 minutes (Break)

1 hour, 20 minutes (Same hand)

With the same hand, have **N** & **S** exchange the $\diamond 2$ and $\heartsuit 5$. Once they have done this, ask **S** & **W** to exchange hands (passing their cards to each other). With **W** bidding first, have **W** & **E** bid the hands. **W** opens the bidding $1\clubsuit$ and **E** (with her new hand) responds $1\heartsuit$. What does **W** rebid? Answer: $4\heartsuit$. Discuss the merits of why. Let **W** play the hand in $4\heartsuit$. **S** (with her new hand) will lead the $\diamond J$, top of a sequence. There will be many results, from $4\heartsuit$ making four, to down one or two. (It should make as Declarer can throw a club away on diamonds or spades can be trumped). I tend not to focus so much on the results of this hand. It is opener's second bid that concerns me.

1 hour, 50 minutes (Textbook work)

Have the students turn in their text and with all eyes focusing on the text, lead a discussion about the following:

1. **Page 70** Go over the four hands at the bottom of the page and talk about opener's option to bid a new suit '**Up the Line**' from responder's suit.
2. **Page 71** This a bit of a difficult concept, but another option is to **bid a new suit at the two level**. (Lower-ranking than their opening suit). Don't get into reverses, but mention that there is no point in bidding a suit that responder has bypassed (or denied) in the auction. Discuss the three example hands.
3. **Page 72** Another option is to **rebid your primary suit**. A rebid of opener's first-bid suit generally promises a six-card suit. Discuss the three example hands.
4. **Page 73** There are only two example hands (Figures 5.3 and 5.4), but both will need a bit of discussion. In the first you open 1♦ and partner responds 1♠. Eliminating the four previous options, you can now **bid notrump at the cheapest level**. You might mention that because opener has chosen this option she probably does not have the hand for any of the previous options.
5. **Page 73** At the bottom of the page, there are two example hands where opener would choose to **raise responder's minor suit**.
6. **Page 74** Time permitting, you may get to go over the example hands on page 74.

2 hours, 25 minutes (Bid farewell)

Briefly refer to the summary on page 78, the exercises on page 79 and also ask them to read page 75 for their homework. Perhaps this would be a good time for a pep talk about how well they are doing and how they just might be about the best class you have ever had! I offer my email as a support contact for any queries or difficulties they may have. They hardly ever take me up on this but if they do I am always pleased to assist them. Often they just need a bit of encouragement.

Hands played in lesson five

Lesson # 5 Hand 3 (Dealer S)

	♠ K1074		
	♥ 952		
	♦ QJ10		
	♣ 1098		
♠ 52	N	♠ AQ	
♥ QJ108	W	♥ AK63	
♦ 762	E	♦ K54	
♣ AQ72	S	♣ KJ64	
		♠ J9863	
		♥ 74	
		♦ A983	
		♣ 53	

The Bidding

West	North	East	South
pass	pass	1♣	pass
1♥	pass	4♥	all pass

Lesson # 5 Hand 4 (Dealer W)

	♠ 1073		
	♥ K75		
	♦ 743		
	♣ A632		
♠ KQ85	N	♠ J942	
♥ 64	W	♥ QJ1092	
♦ J1096	E	♦ A8	
♣ 1085	S	♣ 94	
		♠ A6	
		♥ A83	
		♦ KQ52	
		♣ KQJ7	

The Bidding

West	North	East	South
pass	pass	pass	1♦
pass	1NT	pass	3NT
all pass			

Lesson # 5 Hand 4 (Dealer W)

	♠ 1073		
	♥ K7		
	♦ 7432		
	♣ A632		
♠ A6	N	♠ J942	
♥ A853	W	♥ QJ1092	
♦ KQ5	E	♦ A8	
♣ KQJ7	S	♣ 94	
		♠ KQ85	
		♥ 64	
		♦ J1096	
		♣ 1085	

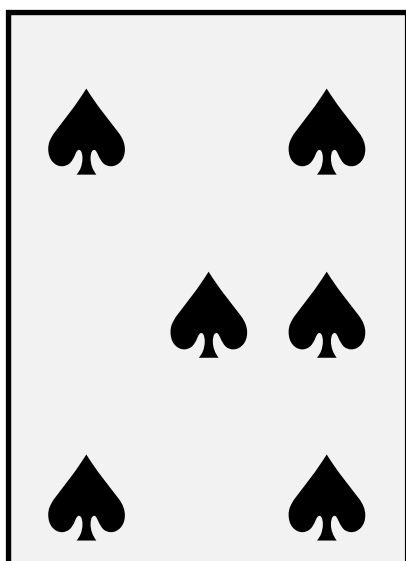
The Bidding

West	North	East	South
1♣	pass	1♥	pass
4♥	all pass		

Lesson Five, Hand #4 is repeated because **N/S** exchanged the ♦2 and ♥5 and the hand is played again after **S** and **W** exchanged hands.

“Bridge is such a sensational game that I wouldn't mind being in jail if I had three cellmates who were decent players and who were willing to keep the game going 24 hours a day.”

- *Warren Buffett*



six

2♣ Stayman
Responses to Stayman
Blackwood 4NT
Responses to Blackwood

Two conventions

0 Minutes (Review answers to homework)

Answers to lesson five exercises

A. You opened 1♦, partner responded 1♥ and it is your second bid.

1)	2)	3)	4)
♠ AQ8	♠ 10983	♠ K76	♠ 764
♥ J865	♥ AK5	♥ A64	♥ 5
♦ Q874	♦ AQ65	♦ KJ53	♦ AQJ843
♣ A2	♣ 73	♣ K62	♣ AJ2
2♥	1♠	1NT	2♦

B. You opened 1♥, partner responded 1♠ and it is your second bid.

1)	2)	3)	4)
♠ AQ64	♠ J5	♠ Q4	♠ A4
♥ A9843	♥ AQ764	♥ AK1096	♥ AKQ1076
♦ A85	♦ K54	♦ A754	♦ K32
♣ 3	♣ A104	♣ 103	♣ 95
3♠	1NT	2♦	3♥

C. You opened 1♠, partner responded 2♦ and it is your second bid.

1)	2)	3)	4)
♠ AJ1064	♠ A9873	♠ AQJ1092	♠ KJ983
♥ AJ3	♥ 83	♥ 85	♥ KQ73
♦ 103	♦ AJ43	♦ 74	♦ 3
♣ KJ9	♣ A4	♣ AQ4	♣ AJ3
2NT	3♦	2♠	2♥

20 minutes (Hand one)

Deal up **Lesson Two, Hand #4**. Even though we have skipped back to the lesson hands in the Club Cards, it is okay because we are using the cards in a manner that benefits our intent for a particular class. Once the students have the hand dealt up, instruct them to put only the **E/W** hands face up on the table. Tell them we need to doctor the hand somewhat so we can discuss today's concept. Have **E/W** exchange the $\spadesuit 6$ for the $\heartsuit 9$. Then have **E** and **N** exchange the $\heartsuit 8$ for the $\spadesuit 2$. **W** deals and opens the bidding 1NT. What does **E** respond? With both hands visible ask the students if they have a major-suit fit? How do they find that fit after **W** opens 1NT? They will give suggestions that do not work, as $2\heartsuit$ is a 'Dead' bid showing a weak hand with length in hearts, and $3\heartsuit$ is a 'Live' bid showing a five-card heart suit with 10+ points.

Go ahead and introduce them to their very first convention: **Stayman**. Do it as you will, but let them know that **Stayman** is artificial and the most-used convention in the world. They could go to a local Bridge club in Bulgaria and the players there will be using **Stayman**. The auction: 1NT - $2\clubsuit$ - $2\heartsuit$ - $4\heartsuit$ or 1NT - $2\clubsuit$ - $2\heartsuit$ - $3\heartsuit$ - $4\heartsuit$. You will of course have to go over the three possible responses that opener can make when answering a **Stayman** enquiry. With two four-card majors, **W** responds hearts first. A $2\spadesuit$ response denies four hearts. A $2\diamondsuit$ response denies both majors and is also artificial. Let **W** play the hand in $4\heartsuit$ after **N** leads the $\spadesuit K$, top of a broken sequence.

45 Minutes (Hand two)

Deal up **Lesson Three, Hand #3**. With all four hands on the table as a Dummy, have **N/S** exchange the $\heartsuit A$ for the $\diamondsuit J$. With 15 points and a balanced hand, **S** opens the bidding 1NT. **N**, with an 11-count and a four-card spade suit, responds $2\clubsuit$, **Stayman**. **S** bids $2\spadesuit$ to show her four-card spade suit, at the same time denying a four-card heart suit. **N**, who bid **Stayman** because she has a four-card heart suit (and was hoping **S** had four hearts) resigns herself to game in 3NT. Take time to field questions about what has happened, as there will be many. After a discussion, let **S** play the contract in 3NT with **W** leading the $\spadesuit Q$, top of a sequence. (Even though **S** bid spades, the top of a sequence can still be a reasonable choice of leads.)

1 hour, 10 minutes (Break)

1 hour, 25 minutes (Hand three)

Deal up **Lesson Five, Hand #3**. Have only **E** put her hand up on the table as a Dummy. Let them feast on the 20 points in Dummy. Now ask them "what would you think if **W**, your partner, opened the bidding with $1\heartsuit$? They of course will be buzzing with excitement. You may lead them further by asking how many points they need to be in a slam contract. Hopefully someone will say 33 points. You can then ask another leading question, "Should we be in slam if we are missing two aces?" Of course they will say no. Someone might point out that **W** has to have 13 points to open the bidding so they cannot be missing two aces. You will counter with, "**W** might have only 12 HCP for her opening

bid and a length point to make 13, so it is possible that you are missing two aces! Now introduce **Blackwood 4NT**. (Because **W** does not actually have a **1♥** opening bid, keep the other hands face down and discuss the possible responses to **Blackwood**. Bearing in mind that **W** did not really open **1♥**, have the other three hands turned face up on the table and have them respond to **Blackwood**. **S** would respond **5♦** (showing one ace), **W** would respond **5♦** (showing one ace) and **N** would respond **5♣** showing no aces or four aces. Discuss that this is also an artificial bid and the second convention they have learned and it is also played in Bulgaria and Peru. ☺ Take time to discuss the **5♣** response as it will raise a few eyebrows. *Before moving onto the next hand, use this hand as an opportunity to introduce them to **MUD** (middle-up-down). The **♥952** in the **N** hand and the **♦762** in the **W** hand are classic examples. If you had to lead either suit, I prefer leading **MUD**.

1 hour, 50 minutes (Hand four)

Deal up **Lesson Six, Hand #2**. Have all four hands turned up as a Dummy. Starting with the **S** hand, ask the students what they would respond if their partner had bid **Blackwood 4NT**? **S** would respond **5♦**, **W** would respond **5♦**, **N** would respond **5♣** and **W** would respond **5♥**.

2 hours, 5 minutes (Textbook work)


This last 20 minutes can be a bit open for the teacher. You can review any of the examples in the book for **Stayman** or **Blackwood**. Or you could refer to page 88 and introduce the concept of length tricks. This is actually the best idea as card play gets such little time. (I give card play a lot more time to the ones who attend my free practice sessions during the week).

2 hours, 25 minutes (Bid farewell)

Go over the summary (p. 90), reiterating that they have learned two conventions. Then refer to the homework (p. 91), perhaps doing the first hand with them, and then call it a class.

Hands played in lesson six


Lesson # 2 Hand 4 (Dealer W)

	♠ KQ10		
	♥ 4		
	♦ 87432		
	♣ A643		
♠ A763 ♥ AK7 ♦ K106 ♣ K82		♠ 95 ♥ QJ10986 ♦ AQ9 ♣ 75	
	♠ J842		
	♥ 532		
	♦ J5		
	♣ QJ109		

The Bidding

West	North	East	South
1NT	pass	4♥	all pass


Lesson # 3 Hand 3 (Dealer S)

	♠ 762		
	♥ 873		
	♦ KQ103		
	♣ A42		
♠ Q1084 ♥ K10 ♦ A62 ♣ 10853		♠ J9 ♥ QJ95 ♦ 9874 ♣ J97	
	♠ AK53		
	♥ A642		
	♦ J5		
	♣ KQ6		

The Bidding

West	North	East	South
pass	1♦	pass	1♣
pass	3NT	all pass	2NT


Lesson # 5 Hand 3 (Dealer S)

	♠ K1074		
	♥ 952		
	♦ QJ10		
	♣ 1098		
♠ 52 ♥ QJ108 ♦ 762 ♣ AQ72		♠ AQ ♥ AK63 ♦ K54 ♣ KJ64	
	♠ J9863		
	♥ 74		
	♦ A983		
	♣ 53		

The Bidding

West	North	East	South
pass	pass	1♣	pass
1♥	pass	4♥	all pass

Lesson # 6 Hand 2 (Dealer E)

	♠ K632		
	♥ 8		
	♦ J64		
	♣ KQ764		
♠ Q985 ♥ 10975 ♦ A93 ♣ 52		♠ J ♥ AKQJ43 ♦ 1082 ♣ A109	
	♠ A1074		
	♥ 62		
	♦ KQ75		
	♣ J83		

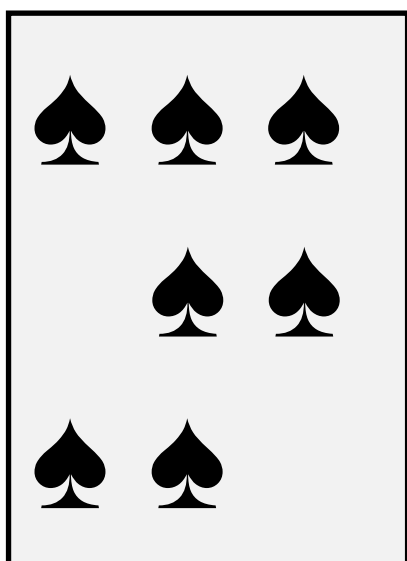
The Bidding

West	North	East	South
2♥	pass	1♥	pass
		3♥	all pass

Spank me

“If you have the slightest touch of masochism,
you will love this game.”

- *Victor Mollo*



seven

Overcall

Jump overcall

Responding to an overcall

Takeout double

Responding to a takeout double

Competitive bidding

0 Minutes (Review answers to homework)

Answers to lesson six exercises

A. Your partner opened 1NT. Your bid.

1)	2)	3)	4)
♠ A8	♠ 10983	♠ J864	♠ J1074
♥ J865	♥ K95	♥ K6	♥ Q95
♦ A10874	♦ A1065	♦ QJ953	♦ A103
♣ Q2	♣ 73	♣ A2	♣ A92
2♣	pass	2♣	2♣/3NT

B. You open 1NT and partner responds 2♣ **Stayman**. Your bid.

1)	2)	3)	4)
♠ AKQ4	♠ KJ5	♠ Q984	♠ A94
♥ 10943	♥ AQ4	♥ AJ9	♥ A76
♦ A76	♦ K54	♦ A74	♦ 32
♣ K2	♣ A1074	♣ A83	♣ AK985
2♥	2♦	2♠	2♦

C. You open 1♠ and partner responds 4NT **Blackwood**. Your bid.

1)	2)	3)	4)
♠ AJ1064	♠ K8753	♠ AJ932	♠ KQ983
♥ A3	♥ Q73	♥ KJ85	♥ KQ73
♦ 1093	♦ QJ3	♦ 7	♦ 3
♣ A75	♣ A4	♣ A97	♣ QJ3
5♠	5♦	5♥	5♣

20 minutes (Hand one)

Deal up **Lesson 7, Hand #1**. With all four hands turned up as a Dummy, **N** opens the bidding $1\spadesuit$. Up to this point the opponents have remained silent in the auction. Once you talk to the class about the requirements for an overcall at the one level (5+ card suit and 8-16 pts), the reasons why you compete (lead directional, you could own the hand...etc.) and getting **E** to overcall $1\heartsuit$, it is important to establish that **E** is not opening the bidding for **E/W** even though **E** would bid $1\heartsuit$ if she were first to bid. Once you have established this point...**W** responds $3\heartsuit$. (This is not the time to teach **W** to bid $2\spadesuit$). **W** only has 11 HCP but she has a doubleton diamond and that lovely four-card support, making the hand worth 12-13 points. With **E/W** landing in $4\heartsuit$, let them play the hand. **S** leads the $\spadesuit 10$, top of a sequence in her partner's bid suit.

40 minutes (Hand two)

Deal up **Lesson Seven, Hand #2**. With all four hands turned up as Dummy, and **E** opening the bidding $1\heartsuit$, discuss the requirements and merits of overcalling at the two-level (great five-card or 6+ card suit and 11-16 pts). Things to emphasize are suit quality and strength promised. With negative doubles still in their future, **W** will have to pass after the $2\spadesuit$ overcall, which ends the auction. Let **S** play the hand in $2\spadesuit$. **W** leads the $\spadesuit 8$ (high-low from a doubleton) in her partner's suit. If time permits, they can peruse pages 94-95. For the Card Play concept in Lesson 7, this hand offers the opportunity to introduce holding up on the $\spadesuit A$ at Trick 1. (Declarer figures correctly that **E** does not have six spades as she passed $2\spadesuit$).

60 minutes (page 97 of the book)

Ask them to focus on the five hands in the middle of page 97. Then ask them if any of the five hands qualify for an overcall after **RHO** opened the bidding with $1\heartsuit$. Once they acknowledge that only the second hand qualifies for a $1\heartsuit$ overall, you can introduce the easy $1NT$ overcall for hand #3. I say easy, because it has the same requirements as an opening bid of $1NT$. If someone suggests that hand #4 can overcall $2\heartsuit$ as it has all the requirements for an overcall at the two-level, say, "Whenever the opponents open the bidding with your longest and strongest suit it is invariably correct to pass. The worst thing that can happen is they play in your best suit which can't be all bad". Hands #1 and #5 are hands that the students may suggest are worth bidding but do not qualify as an overcall because there are not five cards in any of the suits. This is your 'in' to introducing the 'takeout double'. But do this after the break.

1 Hour, 15 minutes (Break)

1 hour, 30 minutes (Hand three)

Deal up **Lesson Eight, Hand #1**. With all four hands on the table as a Dummy, review the bidding after **N** opens $1\spadesuit$. With 15-17 some may want to overcall $1NT$. This is where you acknowledge the hand has the strength and the shape, but a $1NT$ overcall **MUST**

have a stopper in the opponent's suit, as that is the suit LHO will probably lead. Now ask them turn to the book to page 96. Review the text down to the three requirements for a **takeout double**. Explain as best you can the takeout double and then review the example hand at the top of the same page. Then return to the hand on the table. "Does this qualify for a takeout double?" Yes it does. Have **E** double and then **S** passes (2♦ is not a terrible bid by **S** but have **S** pass anyway) and now emphasize that **W** must respond to the takeout double as it is a forcing bid. Since **E** has promised tolerance in the other three suits (three cards is tolerance) which suit does **W** prefer? **W** will of course offer clubs. You will have to spend a bit of time here as some players will have difficulty bidding with such a poor hand. Handle this any way your teaching skills allow. Have the students look at the top of page 97 (guide to responding to a takeout double) to assist you in getting **W** to respond 2♣. Finally, let **W** play the hand in 2♣. (The secret to this hand is in **W** ruffing a diamond in the **E** hand before drawing trumps, although the opponents will assist to this end by playing diamonds for Declarer).

*The Department of Defense topic in this chapter is '**Attitude**'. With this same hand (after **N** leads the ♥K), **S** might show her attitude by playing the ♥7 (High I Honor).

2 hours (Hand four)


Deal up **Lesson Eight, Hand #2**. With all four hands turned up as a Dummy (by the way, do not forget to have them turn up Dummy one suit at a time rather than one card at a time as it is a huge time saver) **E** opens the bidding with 1♥. **S**, with the perfect shape for a takeout double, doubles. **W** (with a dog) passes, and **N** is now in the spotlight. Ask them to refer to page 97 at the top of the page and see if they can decide at each table which is the best response for **N** to make. Hopefully one or more tables will agree that **N** is worth a jump to 4♠. **S** has promised four spades for the takeout double (emphasis for a takeout double is always on the unbid major(s)). The upgrade in the **N** hand is the doubleton diamond (counting shortage points when a fit is found) and the fifth spade isn't too shabby either. Let **N** play the hand in 4♠ with **E** leading the ♥A and shifting to the ♣Q.

2 hours, 25 minutes (Bid farewell)

Go over the summary (p. 100), complimenting them on how well they are doing and that they are just about the best class you have ever had. Then refer to the homework (p. 101), perhaps doing the first hand with them, and call it a class.

Hands played in lesson seven


Lesson # 7 Hand 1 (Dealer N)

<p>♠ KJ106 ♥ 108 ♦ 654 ♣ AQJ3</p>		<p>♠ 53 ♥ KQ73 ♦ AKQ3 ♣ 965</p>	<p>♠ AQ987 ♥ A94 ♦ J72 ♣ K4</p>
		<p>♠ 42 ♥ J652 ♦ 1098 ♣ 10872</p>	

The Bidding

West	North	East	South
3♠	1♦ pass	1♠ 4♠	pass all pass


Lesson # 7 Hand 2 (Dealer E)

<p>♠ 86 ♥ AQ42 ♦ 532 ♣ J963</p>		<p>♠ 952 ♥ J87 ♦ 964 ♣ KQ102</p>	<p>♠ KQJ74 ♥ K65 ♦ A7 ♣ 874</p>
		<p>♠ A103 ♥ 1093 ♦ KQJ108 ♣ A5</p>	

The Bidding

West	North	East	South
all pass		1♠	2♦


Lesson # 8 Hand 1 (Dealer N)

<p>♠ J5 ♥ 862 ♦ J93 ♣ K9653</p>		<p>♠ 976 ♥ KQJ10 ♦ AQ87 ♣ QJ</p>	<p>♠ AK83 ♥ A953 ♦ 104 ♣ A72</p>
		<p>♠ Q1042 ♥ 74 ♦ K652 ♣ 1084</p>	

The Bidding

West	North	East	South
2♣	1♦ all pass	dbl	pass

Lesson # 8 Hand 2 (Dealer E)

<p>♠ 982 ♥ 9652 ♦ 109 ♣ A976</p>		<p>♠ KQJ65 ♥ J43 ♦ KQ6 ♣ 53</p>	<p>♠ 4 ♥ AKQ108 ♦ J842 ♣ QJ10</p>
		<p>♠ A1073 ♥ 7 ♦ A753 ♣ K842</p>	

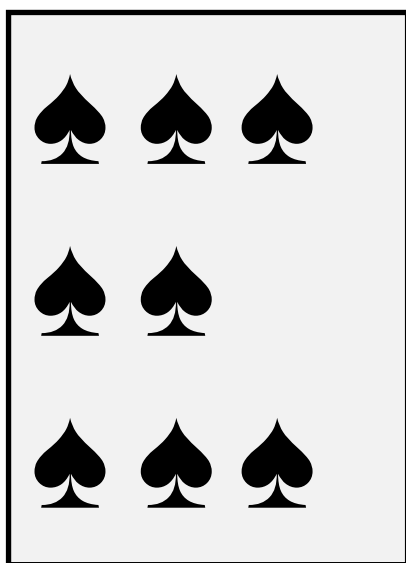
The Bidding

West	North	East	South
pass	4♠	1♥ all pass	dbl

Play as much as you can

“I hear and I forget. I see and I remember. I do and I understand.”

- Confucius



eight

Strong 2♣ opening
Negative 2♦ response
Weak two-bids
2NT opening bid

Opening at the two-level

0 Minutes (Review answers to homework)

Answers to lesson seven exercises

A. RHO opened the bidding with 1♦. It is your bid.

1)	2)	3)	4)
♠ AQ983	♠ 10983	♠ K76	♠ 74
♥ 65	♥ AK95	♥ A64	♥ 5
♦ Q4	♦ A5	♦ KJ53	♦ AJ843
♣ A872	♣ Q73	♣ KQ2	♣ AK982
1♠	X	1NT	2♣

B. LHO opened the bidding 1♥, partner made a takeout X and RHO passed. It is your bid.

1)	2)	3)	4)
♠ A10954	♠ 1095	♠ 94	♠ AQ984
♥ A3	♥ AQ4	♥ 1096	♥ 1076
♦ 865	♦ K54	♦ 98754	♦ K32
♣ 542	♣ 10942	♣ 1032	♣ A5
2♠	1NT	2♦	4♠

C. Your LHO opened the bidding with 1♥, your partner overcalled 1♠, and RHO passed. It is your bid.

1)	2)	3)	4)
♠ A64	♠ 973	♠ 42	♠ 3
♥ J3	♥ A83	♥ K985	♥ 732
♦ K1032	♦ KQ43	♦ Q74	♦ K973
♣ Q1098	♣ AJ4	♣ AQ74	♣ AKQ82
2♠	3♠	2NT	3♣

20 minutes (Hand one)

Have them deal up **Lesson Five, Hand #3**. With the cards dealt out, have **E** and **S** exchange the $\spadesuit 4$ for the $\spadesuit A$. Then ask them to put only the **E** hand face up on the table as a dummy. With 24 total points, **E** has a whopper. You can now ask the students what they would bid with this rock crusher. Now introduce the forcing opening bid $2\clubsuit$. Explain this bid in your own special imitable style. Emphasize that 22+ points is expected, but they could have less if the shape of the hand is extraordinary. Leaving the hand on the table, have them turn to page 105 in their book. Focusing on the three hands from the middle of the page, discuss each one and allow the students to note that hand #1 does not have 22 points. I like to point out with hand #1 that if my partner has as little as two baby spades and 2-3 baby hearts, $4\heartsuit$ should be a walk in the park. Leave the current hand dealt out for the next part.

35 Minutes (Responding to a $2\clubsuit$ opening bid)

First have them look at the three hands on the middle of page 106. The first hand is the worst hand in the history of Bridge. "I always seem to pick up hands like these," I say. The emphasis of each of these three hands is that if partner opens the bidding with $2\clubsuit$ game forcing* you must respond with each of these hands. Having said that, have them move to the bottom of the same page and read the 'structure of responses'. Then ask them to work out in a group what they would respond with the three hands. $2\spadesuit$ to all three. Keeping with the same topic, return to the hand they dealt up still on the table with only the **E** hand face up. Ask **S** to turn her hand face up now. Ask them what **S** would respond if it was their partner who opened $2\clubsuit$? ($2\spadesuit$) (they can refer to bottom of page 106 for help) Then have **S** turn their hand face down again and have **W** turn her hand face up. What would **W** respond with this hand? (2NT) Finally, have **W** turn their hand face down and have **N** turn her hand face up. What would **N** respond with this hand? ($2\spadesuit$) If you have time you can quickly go over the 4 hands in response to $2\clubsuit$ in the middle of page 107.

*There is an exception to this being game forcing and it is in the book. But I don't like to offer commentary on the exceptions with a beginner group as it serves to confuse them.

1 hour (Break)

1 hour, 15 minutes (hand two)

With the same hand on the table (**Lesson 5, Hand #3**) have them exchange the $\spadesuit 4$ and $\spadesuit A$ back to their original holdings (**E** and **S**). Now as **E** what they would open? (2NT) Emphasize that a 2NT opening bid not only shows 20-21 points, but a balanced hand. You can ask **W** if they would like to be in a game opposite a partner who has shown 20-21 points! **W** of course will say that they would like to be in a game. Now ask them what game? 3NT and $4\heartsuit$ will be the responses. Ask them how they can find a 4-4 heart fit? You can now extrapolate on Stayman as also being available over a 2NT opening bid.

Allow the students to play the hand in 4♥ with E as Declarer. Some will be successful and some will fail by a trick.

When they finish playing the hand, you might have them turn up all four hands as dummies and ask them what N or S might respond to an opening bid of 2NT? N might use Stayman (although 3NT is okay too since she is 4-3-3-3).

One hour, 25 minutes (hand three)

Lesson Two, Hand #4 Turn up all four hands as a dummy and ask them if the E hand is worth an opening bid. Of course they will say no, as E only has 9 HCP (although E does have two length points). You can introduce them to the topic of **Weak Two-Bids**. I like to tell them that Strong Twos used to be all the rage, but because of the frequency factor (strong twos do not come up very often), 2♣ was reserved for all the strong hands, leaving 2♦, 2♥ and 2♠ for something more frequent: 'Weak Hands'. If E opens the bidding with 2♥ she shows a weak hand with 6-9 HCP and a six-card suit. Since this bid accurately describes the E hand, E should open the bidding with 2♥! With such a strong hand and great heart support, W should be easily convinced to bid 4♥. Do not get into responding to Weak Twos other than this. Focus simply on the concept of Weak Twos and then stretch the concept into opening bids at even higher levels: 3♣, 3♦, 3♥, 3♠, 4♣...etc.

Let them play this hand in 4♥. S leads the ♣Q.

One hour, 55 minutes (Homework at end of chapter)

As this is the last class of the 8 week series, and some may not be back, have them do part A of the homework (p. 114) and then go over the answers. Then have them do part B of the homework and again go over the answers. Finally they can do part C of the homework on 'Weak Opening Bids' and again you can go over the answers. At the conclusion of this, I would take the last few minutes of the class to pass out flyers or brochures I have prepared, advertising a set of supervised classes to follow up the lessons. Emphasize that the supervised classes will be kicked off with only a 15 minute clinic and then 2 hours and 15 minutes will left for playing Bridge under your watchful supervision!

Bid them farewell.

Exercises - chapter eight

A. You open 2♣ and partner responds 2♦. It is your bid.

1)	2)	3)	4)
♠ AQ983	♠ AK3	♠ KQ6	♠ A
♥ AK	♥ AK5	♥ AQJ4	♥ K109875
♦ K4	♦ KJ763	♦ 3	♦ AKQ103
♣ AK72	♣ A5	♣ KQJ102	♣ A
2♠	2NT/3♦	3♣	2♥

B. Your partner opened the bidding 2NT. It is your bid.


1)	2)	3)	4)
♠ A94	♠ A1095	♠ 1098763	♠ 984
♥ J109	♥ AQ94	♥ A6	♥ Q76
♦ 108752	♦ 94	♦ Q754	♦ 1032
♣ 109	♣ 942	♣ 2	♣ J875
3NT	3♣	4♠	pass

C. What is your opening bid with each of the following hands?

1)	2)	3)	4)
♠ AQ6742	♠ 93	♠ 82	♠ Q3
♥ 3	♥ 32	♥ KJ98765	♥ 32
♦ 102	♦ KQJ98743	♦ 74	♦ KQ9873
♣ J1098	♣ 4	♣ K4	♣ 872
2♠	4♦	3♥	2♦

Hands played in lesson eight

Lesson # 5 Hand 3 (Dealer S)

	♠ K1074		
	♥ 952		
	♦ QJ10		
	♣ 1098		
♠ 52		♠ AQ	
♥ QJ108		♥ AK63	
♦ 762		♦ AK5	
♣ AQ72		♣ KJ64	
	♠ J9863		
	♥ 74		
	♦ 9843		
	♣ 53		

The Bidding

West	North	East	South
			pass
pass	pass	2♣	pass
2NT	pass	3NT	all pass

or advanced

West	North	East	South
			pass
pass	pass	2♣	pass
2NT	pass	*3♣	pass
3♥	pass	4♥	all pass


*Stayman

or more advanced

West	North	East	South
			pass
pass	pass	2♣	pass
*2♦	pass	2NT	pass
**3♣	pass	3♥	pass
4♥	all pass		

*Negative or Waiting **Stayman

Lesson # 2 Hand 4 (Dealer W)

	♠ KQ10		
	♥ 4		
	♦ 87432		
	♣ A643		
♠ A763		♠ 95	
♥ AK7		♥ QJ10986	
♦ K106		♦ AQ9	
♣ K82		♣ 75	
	♠ J842		
	♥ 532		
	♦ J5		
	♣ QJ109		

The Bidding

West	North	East	South
		2♥	pass
4♥	all pass		